2: Underhill E-5 (1931-1935)1939 NU28 Papago NU28

Maiden at Puberty with Instructors:— a semi-circle of stars with one bright one in the middle; the Pestle: — two stars horizontal, two vertical; Flock of quail: — a cluster of small stars; the North Star, called the Unmoving Star: — it is the stopper for the hole in the sky through which Buzzard took refuge in the flood.

Papago youth were taught the tribal traditions by listening to the official narrators who told them as often as asked during the winter months, but always during the "four days" of the winter solstice. Beside this ancient history the record of recent events was kept on a calendar stick similar to that recorded for the Pima.[1]

The first entry is in "the year the world went wrong": 1839 while the facturis of Sonora were at war and the southern Papago settlements were broken up. The man who began it was a boy at the time and was "startled" by the catastrophe; so cut a notch in a stick to remember it. However, the earliest Pima stick known had been begun in 1833 so that he may have had model to suggest the idea. The Papago stick was kept first at Standing Rock, then at San Xavier, and there were, besides, one at Anegam and possibly others. Keeping a stick was entirely a personal venture, undertaken by anyone who had enterprise and memory for the task. The keeper stored it in his own house and passed it down to any male descendant capable of memorizing its record.

The San Xavier calendar stick is a length of cactus rib, six feet long and with notches cut on its flat side about an inch apart. Each notch represents a year and is cut after the liquor ceremony which inaugurates the rainy season and the Papago year. In the space between the notches, the keeper of the stick marks any crude device which occurs to him as a means of memorizing the year's events. The symbols are roughly incised and colored with red and blue, made from red clay and greasewood soot. A few simple signs have been worked out, such as a puncture in the middle of the space, representing the quadrennial harvest ceremony and a scratch at the side, meaning a death. Otherwise the symbols are the personal invention of the maker and his successor must learn them by heart.

The San Xavier stick was, until twenty years ago, at Standing Rock in the keeping of the man who began it. He frequently recited its record and some of the older men learned it. At his death, his widow broke the stick and threw it away as a ceremonial act, but two San Xavier men rescued the pieces and copied them. The present custodian is the son-in-law of one of these two, the son having been unable to memorize the symbols. The custodian, in

[1] Russell, pp. 34—38.

2: Underhill E-5 (1931-1935)1939 NU28 Papago NU28

reciting the history of the stick, uses the technique of the origin myth: he begins at the beginning and proceeds straight through, without interruption and using as many nights as are necessary. It was by hearing such recitals that he himself learned the record. The writer negotiated with him for pauses at certain points when questions might be asked but he found it very difficult to remember under such circumstances. Papago etiquette requires that the learner shall never interrupt.

MEMORIZING

Akin to the learning of the calendar record is the learning of rituals. These, as mentioned above, are passed down by their owners to chosen male relatives but when no relative is available, the council itself may ask that a stranger be instructed. The method of instruction is for the teacher to recite the whole ritual through as many times as needed and then for the learner to say it all through. This sounds difficult but there are certain aids to memory in that the directions are always mentioned in order, every episode occurs four times and there are standard poetic phrases always recurring in specific connections. Still, learning a long ritual by this process may take a year.

Understanding the ritual is a separate accomplishment, not possessed by all. The writer found some old men who had spent years in thinking over their memorized material and discussing it with others. But this had been done after the learning was finished: while in the position of pupil, they had no right to ask questions and many of them had never done so. As a result they had learned by rote not only archaic words but misplaced words, and could not understand their own ritual. The habit of learning by heart, with the meaning a secondary consideration and questions forbidden, is to be considered in the teaching of Papagos in modern schools. The doubt and analysis to which White children are conditioned, even before school age, are absent in Papago attitudes and must be taught in school, not taken for granted.

3: Underhill E-5 (1931-1935) 1936
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child was born, because the baby had hot breath for days and days before it died. 159x 753 755

I always knew when my children were to die. I am one who knows things, because, even though they took my crystals out, there was always something in me. Once, when my baby was sick, I dreamed that I was passing through a wash. A woman sat there with a child, and its hair was blowing back as though it was in the water, only the wash was dry. I said: "What are you doing here?" "We live here." I knew that meant something strange was coming. 159x 787

Another time I dreamed that someone who seemed a medicine man again led me to a wash. It was full of babies and children, big and little, all crawling around over each other, like worms. "What does it mean?" I asked that man who took me. "It means all your children are going to die. You will have no children at your house."

But I saved one child, a girl. I gave her to my mother to nurse, because an old woman can nurse with us, as well as young ones. That girl grew up. She used to sit on my head when I was running along with the carrying basket, sometimes with another baby on top of it. I took her out to the hills with me when I was gathering fruit and cactus. 159x

"Never step over a snake," I told her, "nor even the trail of a snake for you will have the vomiting sickness. Don't step on a horned toad, it will make you foot sore. And you must learn the difference between the big ants who are the medicine men and who sting and the little kind ants that will not hurt you." [869] [825]

When all our family camped for days and days, to bake the cholla buds, we made a little enclosure of boughs for our children. "Stay there and do not play hard. You will be thirsty and drink up our water." So they made dolls out of leaves and played at grinding corn with sand and little flat stones. Sometimes the children brought us something to eat. In the Month of Rain, when the birds got their feathers wet in the thunder storms so they hopped along the ground and could not fly, then our children would chase them and catch them in their hands. Doves and woodpeckers they brought in to us, and we roasted them on a spit with the feathers on. 159x 854 224 857

We like children, you know. We talk to them quietly and tell them what to do, but we do not scold. When our children are running about the house, in and around everything, we let them run. If they break something, then that thing is just broken. We do not say anything. Sometimes they run across the circle when we are dancing. Or when the medicine man is going about with his branch of thorns, removing sickness, they might try to grab it. No one would speak about that. We like them to be happy. 159x 854

4: Joseph et al D, E-5 (1942-1943) 1949
NU28 Papago NU28

854 relative. There is no consistent pattern for this, and he does not necessarily
866 sleep with the same person every night. Only in rare instances are the two sexes separated for sleeping until children are nine or ten years old.

869 In addition to learning motor skills and being weaned, which are common to children everywhere, the young Papago child is taught another important lesson; he must not play with or handle wild animals. Since the Papago believe that nearly all animals can cause disease and that some are especially dangerous to children (see chap. vi), as soon as a child begins to walk around the yard he must learn to keep away from wild animals. He is warned away from a gopher mound and is not allowed to handle rabbits shot for food. These warnings are immediately effective and have a powerful influence on the child. He is imbued with a great and lasting fear of animals and of the sickness they bring (see chap. xiv).

PATTERNS OF CHILD-TRAINING

861 General patterns of child-training among the Papago are based on the belief
855 that a little child should be happy and therefore he should be humored as often as possible. His development should suit his own pace, and he should not be forced or even strongly urged to follow the wishes of older persons.

The attitude of adults toward little children is permissive, and they are not rebuked for interfering with the work or conversation of their elders.[6]

Children are allowed to play with almost anything they please except animals. Teaching care of property is not a problem, for there are few things in the Papago home which the child can damage. Anything which the baby should not handle is put out of sight. If he does cry for some forbidden object, his mother will try to interest him in a substitute; if he wants a china dish, he is given an unbreakable pan. Should he persist in crying for the dish, the mother will express her displeasure verbally, "Oh, Juan, don't cry! Why do you do that?" and at the same time renew her efforts to distract his attention. If all efforts fail, she will give him the desired object and watch him carefully as he plays with it. When one mother was showing the writer a valued clay figurine used in treating illness, her two-year-old son howled for it. Finally, she gave it to him, but she held him on her lap, keeping her hands on or near the doll, and directing his attention elsewhere as soon as possible. A valued object in the home of a relative or friend would be treated in the same way.

861 In situations where the child must be denied, efforts are made to keep him

6. Underhill (*op. cit.*, p. 159) tells of an occasion when she was taking texts and was seriously inconvenienced by two children who romped through the room and drowned out the informant's words. When she asked the interpreter if the children could not be told to keep quiet, he replied, "I don't think so. They are his grandchildren."